



Plan for Continuous Improvement

SCHOOL: Salem High School WORLD HISTORY II

DATE: 09/19/09

VBCPS MISSION: The Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community.

SCHOOL MISSION STATEMENT: The Salem High School community is united in educating its students for the future by encouraging students to succeed, to achieve, to lead, to excel, and to mature.

VBCPS STRATEGIC GOAL – Compass to 2015: Recognizing that the long range goal of the VBCPS is the successful preparation and graduation of every student, the near term goal is that by 2015, 95 percent or more of VBCPS students will graduate having mastered the skills that they need to succeed as 21st century learners, workers and citizens.

	<p>VIRGINIA SOA REQUIREMENTS</p> <ol style="list-style-type: none"> 1. Student Achievement 2. Student / staff Attendance 3. Drop-out Rate 4. Staff Development 	<p>VBCPS OUTCOME FOR STUDENT SUCCESS</p> <p>Our primary focus is on teaching and assessing those skills our students need to thrive as 21st century learners, workers, and citizens. All VBCPS students will be:</p> <ul style="list-style-type: none"> • Academically proficient; • Effective communicators and collaborators; • Globally aware, independent, responsible learners and citizens; and • Critical and creative thinkers, innovators and problem solvers.
<input type="checkbox"/> SACS <input type="checkbox"/> SOA <input type="checkbox"/> HSTW <input type="checkbox"/> TITLE I <input type="checkbox"/> OTHER GRANT <input type="checkbox"/> Other		

VBCPS Strategic Objectives

- S01. All teachers will engage every student in meaningful, authentic and rigorous work through the use of innovative instructional practices and supportive technologies that will motivate students to be self-directed and inquisitive learners.
- S02. VBCPS will develop and implement a balanced assessment system that accurately reflects student demonstration and mastery of VBCPS outcomes for student success.
- S03. Each school will improve achievement for all students while closing achievement gaps for identified student groups, with particular focus on African American males.
- S04. VBCPS will create opportunities for parents, community and business leaders to fulfill their essential roles as actively engaged partners in supporting student achievement and outcomes for student success.
- S05. VBCPS will be accountable for developing essential leader, teacher and staff competencies and optimizing all resources to achieve the school division's strategic goal and outcomes for student success.

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Demographic Overview (Briefly summarize background information for understanding the context of the educational process within with in your community. Attach School Report Card for Demographic information)

Salem High School is a comprehensive secondary public school consisting of approximately 1865 students in grades 9-12. The school also houses The Visual and Performing Arts Academy, which accepted its initial group of students in August 2004. The school membership during the 2009-2010 school year reported 792 Caucasians, 689 African Americans, 211 Asian/Pacific Islanders, and 116 Hispanics.

The diversity of the school noted in the configuration of the student population is also mirrored in the composite characteristics of the school's staff, which consists of 40.8 Caucasians, 38.2 African Americans, 11.1 Asian/Pacific Islanders, and 6.9 Hispanics. This configuration reflects the 137 instructional personnel, 55 classified workers, 6 administrative staff members, and 5 individuals considered as others.

The comprehensive efforts of the school's staff assisted with the school achieving AYP and maintaining class sizes that average 24.4 in English, 24 in mathematics, 24.5 in science, and 24 in social studies. Maintaining a safe and orderly environment with adequate class sizes resulted in the school acquiring the not persistently dangerous school status. Salem's spring 2008 SOL percentage passing scores reflected 92.4% in math, 95.0% in reading, 93.8% in writing, 90.0% in science, and 92.2% in social studies. The school's overall attendance percentage for school year 2008-2009 was 95.7%.



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Review and Analysis

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Review of Data
(Qualitative and quantitative data)

- To increase the overall pass rate in World History I to 95%.

Trends

	2007	2008	2009
Salem	88.70%	89.95%	92.60%
VBCPS	91.52%	93.14%	92.54%

Analysis and Interpretation of Data

(What does the data mean to the school? Identify gaps, list priorities and opportunities for innovation)

World History II

Gaps

- There was a gap of 40% between traditional students and special needs students in 2008.
- There was a gap of 10% for African Americans. The pass rate for African – Americans was 89.24%.
- Overall scores increased from 89.95% pass rate in 2008 to 92.60% in 2009 and the goal was reached.

Priorities

- Increase the pass rate for learning disabled students to 87%.
- Increase overall pass rate to 94% or above.
- Continue to close the achievement gap for African Americans
- Increase the pass advance rate among all students by 5%

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Measurable Objectives

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<p>Focus (Innovation and refinement of needs)</p>	<p>Measurable Objectives (SMART= Specific, Measurable, Attainable, Results Oriented, and Timely)</p>	<p>Performance Measures (What quantitative and qualitative measures will demonstrate the objectives are being met?)</p>	<p>Assigned Action Team</p>
<ul style="list-style-type: none"> Note-taking for topics within the curriculum Test-taking strategies Collaborative nine weeks tests and mid-term exams. Reading comprehension 	<ul style="list-style-type: none"> To continue to increase the pass rate for learning disabled students. Close the achievement gap for African –Americans. Increase the score by 5% Increase pass advance rates by 5%. Developing ideas to foster student global awareness and social responsibility i.e. community service 	<ul style="list-style-type: none"> Analyze World History II Pre and Post Tests. Horizontal Planning MONTHLY Encourage learning disabled students to get extra help and utilize SOL Tutoring during their study blocks. Encourage students to attend SOL after-school tutoring sessions during the year. Begin intensive SOL review sessions two weeks before the test is taken. Develop study groups for students who are failing or grades have slipped by 2 grades. 	<ul style="list-style-type: none"> All World History II Teachers Social Studies Dept. Chair Special Education Teachers



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Sheet # **5**

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Alignment to School Division Objective:

SO #1

SO #2

SO #3

SO #4

SO #5

School Focus:

PLC

School Measurable Objective:

To meet or exceed the pass rate reported by the School Division

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Strategies/Procedures (Describe briefly what will be done to accomplish the goal.)	Assessment (How will progress be measured?)	Targets / Projections	Critical Resources Needed (A collective list of the material needed, staff development, budgetary items and resources to carry out the strategies?)	Point Person or Action Team (List of people who oversee this plan)
<ul style="list-style-type: none"> Monthly horizontal planning to share authentic and standard assessments, technology/activities, and overall ideas. Use of softchalk, Quia, and webquest. 	<ul style="list-style-type: none"> Collaborative nine weeks and mid-term assessments in order to measure consistency of teaching strategies and student comprehension. 	<ul style="list-style-type: none"> 94% pass rate on the SOL test Student involvement /responsibility 	<ul style="list-style-type: none"> Quia History Alive! PhotoStory WebQuests SoftChalk Oral presentations Collaborative Group work 	<p>All World History II teachers. Department Chair. James Avila</p>
<ul style="list-style-type: none"> Research organizations in which students can participate to experience global awareness and foster a sense of community. 	<ul style="list-style-type: none"> Participation by students and faculty 	<ul style="list-style-type: none"> Find one local and possibly one global organization to serve. 		

DO Review Cycle:

Weekly

Bi-weekly

Monthly

Bi-monthly

Quarterly

Semi-annually